Reading Standards

Indicator 1: Students can recognize and analyze words.

Kindergarten
K.R.1.1 (Application) Students can identify and manipulate phonemes and words in spoken language.
K.R.1.2 (Application) Students can match letters and sounds and use them in decoding and making C-V-C words.
K.R.1.3 (Application) Students can comprehend and use vocabulary from text read aloud.

1st Grade
1.R.1.1 (Application) Students can decode words using short vowel sounds.
1.R.1.2 (Application) Students can read text by decoding word parts.
1.R.1.3 (Synthesis) Students can blend sounds of words to read text.
1.R.1.4 (Analysis) Students can separate two part words orally and in text.
1.R.1.5 (Knowledge) Students can identify root words and their inflectional forms in text.
1.R.1.6 (Comprehension) Students can interpret vocabulary when reading independently.
1.R.1.7 (Application) Students can read high-frequency words in text.

2nd Grade
2.R.1.1 (Analysis) Students can decode to read and recognize words.
2.R.1.2 (Knowledge) Students can read simple contractions and identify the two words which are combined in text.

3rd Grade
3.R.1.1 (Application) Students can decode using word recognition skills.

4th Grade
4.R.1.1 (Analysis) Students can analyze complex word patterns.
4.R.1.2 (Comprehension) Students can identify meanings of unfamiliar vocabulary.

5th Grade
5.R.1.1 (Application) Students can construct meaning by using word parts and categories.
5.R.1.2 (Analysis) Students can determine word meaning using prior knowledge and context clues.

6th Grade
6.R.1.1 (Analysis) Students can expand word meanings using word categories and word parts.
6.R.1.2 (Application) Students can utilize context to comprehend words with multiple meanings.

7th Grade
7.R.1.1 (Analysis) Students can analyze word parts to determine meaning and context.
7.R.1.2 (Analysis) Students can infer how word choice affects meaning.

8th Grade
8.R.1.1 (Application) Students can apply contextual knowledge of word origins to extend vocabulary.

9th Grade
9.R.1.1 (Application) Students can apply example clues to extend vocabulary.

10th Grade
10.R.1.1 (Analysis) Students can apply contrast clues to extend vocabulary.

11th Grade
11.R.1.1 (Application) Students can apply cause and effect clues to extend vocabulary.

12th Grade
12.R.1.1 (Synthesis) Students can interpret the meaning of unfamiliar words by selecting context clues.

Reading Standards

Indicator 2: Students can comprehend and fluently read text.

Kindergarten
K.R.2.1 (Application) Students can comprehend and respond to text read aloud.
K.R.2.2 (Knowledge) Students can identify all upper-case and lower-case letters and matching sounds with automaticity.
K.R.2.3 (Knowledge) Students can read sight words and high-frequency words with automaticity.
1st Grade
1.R.2.1 (Application) Students can comprehend text by applying reading strategies.
1.R.2.2 (Application) Students can utilize comprehension strategies.
1.R.2.3 (Comprehension) Students can read fluently to comprehend text.
2nd Grade
2.R.2.1 (Application) Students can apply strategies to read and comprehend text.
2.R.2.2 (Comprehension) Students can read aloud fluently to comprehend text.
3rd Grade
3.R.2.1 (Application) Students can apply comprehension strategies to read and interpret text.
3.R.2.2 (Application) Students can fluently read aloud and silently to comprehend text.
4th Grade
4.R.2.1 (Synthesis) Students can construct meaning from text by applying comprehension strategies.
4.R.2.2 (Application) Students can develop fluency by utilizing fluency strategies independently.
4.R.2.3 (Application) Students can utilize fluency strategies to comprehend literature and other materials.
5th Grade
5.R.2.1 (Application) Students can utilize comprehension strategies while constructing meaning.
5.R.2.2 (Application) Students can apply fluency strategies to gain meaning from text.
6th Grade
6.R.2.1 (Analysis) Students can utilize direct and implied meaning to comprehend text.
6.R.2.2 (Application) Students can demonstrate the elements of fluency to comprehend text.
7th Grade
7.R.2.1 (Application) Students can interpret text using comprehension strategies.
7.R.2.2 (Application) Students can read fluently to comprehend grade-level text.
8th Grade
8.R.2.1 (Analysis) Students can analyze text using comprehension strategies.
8.R.2.2 (Application) Students can read fluently to comprehend grade-level text.
9th Grade
9.R.2.1 (Evaluation) Students can evaluate text by applying comprehension strategies.
9.R.2.2 (Application) Students can read fluently to comprehend grade-level text.
10th Grade
10.R.2.1 (Synthesis) Students can formulate associations between texts and experiences.
10.R.2.2 (Application) Students can read fluently to comprehend grade-level text.
11th Grade
11.R.2.1 (Analysis) Students can analyze how diction affects the interpretation of text.
11.R.2.2 (Application) Students can read fluently to comprehend grade-level text.

12th Grade
12. R.2.1 (Evaluation) Students can evaluate how style affects the meaning of text.
12.R.2.2 (Application) Students can read fluently to comprehend grade-level text.

Reading Standards

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

Kindergarten
K.R.3.1 (Knowledge) Students can identify concepts of print in text.
K.R.3.2 (Knowledge) Students can tell what authors and illustrators do.
K.R.3.3 (Application) Students can distinguish fiction from nonfiction.

1st Grade
1.R.3.1 (Knowledge) Students can identify major literary elements in text.
1.R.3.2 (Analysis) Students can identify similarities and differences in text written by the same author.
1.R.3.3 (Analysis) Students can identify the difference between genres including fiction, nonfiction, and poetry.

2nd Grade
2.R.3.1 (Analysis) Students can recognize different genres of literature.
2.R.3.2 (Analysis) Students can identify the literary elements of character, setting, plot, and theme in literature.
2.R.3.3 (Application) Students can identify rhyme, rhythm, alliteration, and a simple pattern in poetry.

3rd Grade
3.R.3.1 (Analysis) Students can identify and describe literary elements and devices in literature.
3.R.3.2 (Analysis) Students can compare and contrast different genres

4th Grade
4.R.3.1 (Knowledge) Students can identify organizational and text structures within genres.
4.R.3.2 (Analysis) Students can identify, explain, and use text features.
4.R.3.3 (Evaluation) Students can determine how word choice affects meaning.

5th Grade
5.R.3.1 (Analysis) Students can distinguish literary genres based on characteristics, structures, and patterns.
5.R.3.2 (Evaluation) Students can interpret literary elements of character, setting, plot, theme, point of view, and mood.
5.R.3.3 (Application) Students can identify literary devices within text.

6th Grade
6.R.3.1 (Comprehension) Students can describe text structures to determine meaning in fiction, nonfiction, and poetry.
6.R.3.2 (Comprehension) Students can describe literary elements to determine meaning in fiction, nonfiction, and poetry.
6.R.3.3 (Comprehension) Students can describe literary devices to determine meaning in fiction, nonfiction, and poetry.

7th Grade
7.R.3.1 (Evaluation) Students can examine text structures for characteristics of fiction, nonfiction, drama, and poetry.
7.R.3.2 (Comprehension) Students can identify how authors use literary elements to create meaning.
7.R.3.3 (Comprehension) Students can identify how authors use literary devices to create meaning.

8th Grade
8.R.3.1 (Analysis) Students can examine the author's use of literary elements in fiction, nonfiction, drama, and poetry.
8.R.3.2 (Analysis) Students can examine the effects of the author's use of literary devices.
9th Grade
9.R.3.1 (Analysis) Students can analyze an author's use of literary elements in fiction.
10th Grade
10.R.3.1 (Analysis) Students can analyze an author's style.
11th Grade
11.R.3.1 (Analysis) Students can analyze and explain literary devices within text.
12th Grade
12.R.3.1 (Evaluation) Students can evaluate text for the author's style.

Reading Standards

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

Kindergarten
K.R.4.1 (Comprehension) Students can recognize that literature from various cultures shows differences.
1st Grade
1.R.4.1 (Analysis) Students can compare text from different cultures as read aloud by teacher.
2nd Grade
2.R.4.1 (Analysis) Students can compare and contrast different versions of literature from different cultures.
2.R.4.2 (Analysis) Students can compare and contrast different stories from various time periods.
3rd Grade
3.R.4.1 (Analysis) Students can respond to ideas and attitudes expressed in multicultural and historical texts by making connections.
4th Grade
4.R.4.1 (Analysis) Students can identify and distinguish the characteristics of multicultural texts, historical texts, and time period texts.
5th Grade
5.R.4.1 (Analysis) Students can examine and compare texts from various cultures, time periods, and geographical locations.
6th Grade
6.R.4.1 (Analysis) Students can compare and contrast text from different time periods, cultures, and historical events.
7th Grade
7.R.4.1 (Application) Students can identify recurring themes in text from diverse cultures, time periods, and historical events.
8th Grade
8.R.4.1 (Analysis) Students can compare and contrast literature from different time periods and cultures dealing with similar themes and conflicts.
9th Grade
9.R.4.1 (Analysis) Students can analyze text to determine the influence of time period, culture, geography, and author's background.
10th Grade
10.R.4.1 (Analysis) Students can determine the author's purpose in multicultural, geographical, and historical texts.
11th Grade
11.R.4.1 (Analysis) Students can analyze a text within cultural, geographical, and historical context.
12th Grade
12.R.4.1 (Evaluation) Students can evaluate the depiction of human experience in literary works from diverse cultures, locations, and time periods.

Reading Standards

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

Kindergarten
K.R.5.1 (Knowledge) Students can locate informational text at school.
K.R.5.2 (Knowledge) Students can alphabetize letters.
1st Grade
1.R.5.1 (Application) Students can locate and utilize a table of contents.
1.R.5.2 (Analysis) Students can apply alphabetize words to the first letter.
2nd Grade
2.R.5.1 (Application) Students can identify and utilize text features to comprehend informational text.
2.R.5.2 (Application) Students can apply alphabetical order to the second letter when using dictionaries and encyclopedias.
3rd Grade
3.R.5.1 (Application) Students can determine and utilize organizational features of text.
3.R.5.2 (Application) Students can choose reference materials to locate information.
3.R.5.3 (Application) Students can collect information from two reference materials.
4th Grade
4.R.5.1 (Application) Students can use organizational features of text.
4.R.5.2 (Synthesis) Students can research a topic by gathering information from at least two sources.
5th Grade
5.R.5.1 (Analysis) Students can use select information from two or more reference sources to meet a goal.
5.R.5.2 (Knowledge) Students can identify the author's purpose in argumentative and persuasive text.
5.R.5.3 (Application) Students can choose references to meet the needs of an assigned task.
6th Grade
6.R.5.1 (Synthesis) Students can compare and contrast information on one topic from multiple informational texts.
6.R.5.2 (Evaluation) Students can evaluate the credibility of informational texts.
6.R 5.3 (Application) Students can utilize sources to locate information.
7th Grade
7.R.5.1 (Application) Students can determine which reference sources will provide the best information for the assigned task.
7.R.5.2 (Analysis) Students can analyze and organize data from informational text.
7.R.5.3 (Evaluation) Students can evaluate the accuracy and credibility of information about a topic contained in multiple sources.
7.R.5.4 (Analysis) Students can analyze the author's purpose in text.
8th Grade
8.R.5.1 (Evaluation) Students can evaluate information and author's purpose about a topic gathered from informational text.
8.R.5.2 (Knowledge) Students can recognize expository, persuasive, and procedural text.
8.R.5.3 (Synthesis) Students can combine new information with existing knowledge to enhance understanding.

9th Grade
9.R.5.1 (Evaluation) Students can evaluate primary and secondary sources for credibility.
9.R.5.2 (Application) Students can interpret procedural text to complete a multiple-step task.
10th Grade
10.R.5.1 (Comprehension) Students can recognize logical fallacies in sources.
11th Grade
11.R.5.1 (Analysis) Students can analyze factors that influence the credibility of informational sources.
12th Grade
12.R.5.1 (Synthesis) Students can synthesize information from multiple sources to analyze issues and to make decisions for research.

APPENDIX A
Suggested resources and references.

Some things you should know about these appendices.

- This compilation is by no means the definitive list for language arts teachers. It represents shared resources from a wide range of teachers.
- Some have brief annotations while others do not. The material was submitted in that fashion. Some resources are too recent to have been used extensively, but were still judged worthy to make the list.
- Some "old" material was ahead of its time and is now substantiated by research. (It's still good!)
- Hopefully, this list provides you with enough material to begin your search for appropriate resources for yourself and your school's professional library, and small study groups.

BOOK RESOURCES:

Adams, M., Foorman, B., Lundberg, I. & Beeler, T. Phonemic Awareness in Young Children. Baltimore: Paul H. Brooks Publishing, 1998.

Allen, Janet. Tools for Teaching Content Literacy, Stenhouse, 2004. Brief, [50pp.], clear, user-friendly to anyone.

Allen, Janet. Yellow Brick Roads: Shared and Guided Paths to Independent Reading 4-12. Stenhouse, 2000. This book offers research-based methods for helping teachers move toward establishing comprehensive literacy instruction in the school or classroom.

Allington, Richard. What Really Matters for Struggling Readers: Designing Research Based Programs, 2nd ed. Longman Publishing Group, 2006.

Anderson, C. How's It Going? A Practical Guide to Conferring with Student Writers. Heinemann, 2000. Our one-on-one talks with students during writing workshop offer us perfect opportunities to zero in on what each student needs as a writer. As Lead Staff Developer for the Teachers College Reading and Writing Project, Carl Anderson has provided hundreds of teachers with the information and confidence they need.

Anderson, Jeff. Mechanically Inclined: Building Grammar, Usage, and Style into Writer's Workshop. Stenhouse, 2005. Middle-school teacher, Jeff Anderson has discovered that nearly all teachers struggle to find ways of making the mechanics of English meaningful to kids and that many students are not grasping the basics that allow them to reach their potential as writers. *Mechanically Inclined* is the culmination of years of experimentation that merges the best of writer's workshop elements with relevant theory about how and why skills should be taught. It shifts the negative, rule-plagued emphasis of much grammar instruction into one which celebrates the power and beauty these tools have in shaping all forms of writing.

Atwell, Nancie. In the Middle: New Understandings about Reading and Writing. 2nd ed. Boynton/Cook, 1998.

Atwell, Nancie. <u>Lessons that Change Writers</u>. Heinemann, 2002.Expensive, but worth it to have Nancie's lesson plans in a guidebook and a 3-ring binder with every poem, handout, overhead she references in her guide. Invaluable for the experienced as well as the inexperienced teacher of writing.

Atwell, Nancie. <u>Naming the World: A Year of Poems and Lessons</u>. Heinemann, 2006. Harnessing the power of poetry, author uses five-to-ten-minute lessons to empower adolescents to make sense of their personal place in the world while honing their critical reading and writing skills.

Beers, Kylene. <u>When Kids Can't Read, What Teachers Can Do: A Guide for Teachers 6-12</u>. Heinemann, 2003.

Beers, Sue. <u>Reading Strategies for the Content Area, Vol. 1, An ASCD Action Tool</u>. ASCD, 2003. Inside the three-ring binder are 84 research-based Reading Tools that make it much easier to select the right strategy that will help students build their learning skills and learn the particular content they are studying. Whenever teachers observe students having trouble with connecting prior knowledge to new reading assignments, making predictions about their reading, or deciphering text they do not understand, they can quickly select a Reading Tool that will address the problem effectively in a time-efficient way. Each tool includes complete how-to-use instructions, teacher materials for classroom use, classroom examples, and a template for student assignments.

Blachman, B., Ball, E., Black, R., and Tangel, D. <u>Road to the Code: A Phonological Awareness Program for Young Children</u>. Baltimore: Paul H., Brookes Publishing, 2000.

Bomer, Randy. <u>Time for Meaning: Crafting Literate Lives in Middle School and High School.</u> Heinemann, 1995.

Burke, Jim. <u>The English Teacher's</u> <u>Companion: A Complete Guide to Classroom, Curriculum, and</u> <u>the</u> <u>Profession</u>. Boyton/Cook, 1999.

Calkins, Lucy. <u>The Art of Teaching Writing</u>. Heinemann, 1994.

Calkins, Lucy. <u>Units of Study for Primary Writing (K-2</u>). Heinemann, 2003.

Calkins, Lucy. <u>Units of Study for Teaching Writing, Grades 3-5</u>. Heinemann, 2006. Building on the teaching and instructional features in Units of Study for Primary Writing, Lucy Calkins and her colleagues from the Teachers College Reading and Writing Project extend their writing curriculum to the upper-elementary grades with Units of Study for Teaching Writing, Grades 3-5. Offering a whole new set of units, this series places and added emphasis on mechanics, assessment, and collaborating with colleagues.

Clay, Marie. <u>Becoming Literate: The Construction of Inner Control</u>. Heinemann, 1991.

Clay, Marie. <u>By Different Paths to Common Outcomes</u>. Stenhouse, 1998.

Clay, Marie. <u>Change over Time in Children's Literacy Development</u>. Heinemann, 2001.

Culham, Ruth. <u>6 + 1 Traits of Writing: The Complete Guide for the Primary Grades</u>. Scholastic, 2005. Why has the 6+1 TRAIT model had such a tremendous impact on writing instruction?

Because it allows teachers to pinpoint students' strengths and weaknesses in ideas, organization, voice, word choice, sentence fluency, conventions, and presentation, and focus instruction. Culham turns her expert eye to our youngest students.

Culham, Ruth. 6 + 1 Traits of Writing: The Complete Guide Grades 3 and Up. Scholastic, 1995. Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions, and Presentation. Look at good writing in any genre, and you'll find these traits. Think of them as the fuel that stokes the engine of writing. This book explains how to assess student work for these traits and plan instruction.

Cunningham, Patricia J. and Dorothy P. Hall. Making More Words. Good Apple, 1997. Each 15-20 minute lesson invites students to explore words, letter/sound relationships, and letter patterns. Includes 10 warm-up lessons, thematic tie-ins for cross-curricular use, reproducible letter cards, and take-home sheets.

Cunningham, Patricia, and Dorothy P. Hall. Making Words. Good Apple, 1994. This innovative book combines phonics and spelling in 150 hands-on activities that will challenge children as they learn new words and sort them by letter patterns, prefixes, suffixes, and big word parts. With each lesson, students use pre-selected letters to make 15-20 words, starting with short words and building to longer words.

Cunningham, Patricia. Month by Month Phonics. Carson-Della Rosa, 1998. Helps students become better readers and writers. Students will learn to apply reading and writing strategies, spell commonly misspelled words, and use visual cues to check word context.

Cunningham, Patricia. Phonics They Use: Words for Reading and Writing. Longman, 2000.

Daniels, Harvey. Every Teacher's Guide to Content-Area Writing. Heinemann, 2007.

Daniels, Harvey. Literature Circles: Voice and Choice in Book Clubs & Reading Groups. Stenhouse, 2002. This updated edition provides more strategies, structures, and tools for launching and managing literature circles effectively in K–12 classrooms, with examples from 20 practicing teachers.

Daniels, Harvey & Steineke, Nancy. Mini-lessons for Literature Circles. Heinemann, 2004. Harvey Daniels' *Literature Circles* introduced tens of thousands of teachers to the power of student-led book discussions. Nancy Steineke's *Reading and Writing Together* showed how a teacher can nurture friendship and collaboration among young readers. Now, Daniels and Steineke team up to focus on one crucial element of the Literature Circle model; the short, teacher-directed lessons that begin, guide and follow-up every successful book club meeting.

Daniels, Harvey, and Zemelman, Steven. Every Teacher's Guide to Content-Area Reading. Heinemann, 2004.

Diamond, L. and Gutlohn, L. Vocabulary Handbook for All Educators Working to Improve Reading Achievement. Berkley, CFA: Consortium on Reading Excellence, 2006. A comprehensive reference about vocabulary instruction. Provides sample lesson models that provide a bridge between research and practice.

Dorn, Linda and Soffos, Carla. <u>Apprenticeship in Literacy: Transitions Across Reading and Writing.</u> Stenhouse, 1998.

Dorn, Linda and Soffos, Carla. <u>Scaffolding Young Writers: Writer's Workshop Approach</u>. Stenhouse, 2001.

Dorn, Linda and Soffos, Carla. <u>Shaping Literate Minds: Developing Self-Regulated Learners</u>. Portland, ME: Stenhouse, 2001.

Dorn, Linda and Soffos, Carla. <u>Teaching for Deep Comprehension: A Reading Workshop Approach</u>. Stenhouse, 2005.

Farstrup, Alan and S. Jay Samuel.   <u>What Research Has to Say About Reading Instruction</u>. 3rd ed. International Reading Association, 2002.

Fletcher, Ralph and Joann Portalupi. <u>Craft Lessons: Teaching Writing K-8</u>. Stenhouse, 1998. A practical text for the over-scheduled writing teacher who wants to give students fresh challenges for their writing but doesn't have time to pore over dozens of books to do so.

Fletcher, Ralph and Joann Portalupi. <u>Writing Workshop: The Essential Guide.</u> Heinemann, 2001. <u>Writing Workshop</u> is a practical book, providing everything a teacher needs to get the writing workshop up and running. The authors explain the simple principles that underlie the writing workshop and explore the major components that make it work.

Fountas, Irene and Gay Su Pinnell. <u>Guided Reading: Good First Teaching for All Children K-3.</u> Heinemann, 1996.

Fountas, Irene and Gay Su Pinnell. <u>Guiding Readers and Writers (Grades 3-6): Teaching Comprehension, Genre, and Content Literacy</u>. Heinemann, 2001. This three-block framework is a conceptual tool for organizing instruction. Throughout the book are guidelines for arranging schedules and integrating the curriculum components of the framework. The framework is flexible, allowing numerous variations in content, student groupings, daily time frames, and the level of teacher-directed instruction.

Fountas, Irene and Gay Su Pinnell. <u>Teaching for Comprehending and Fluency: Thinking, Talking, and Writing about Reading, K—8.</u> Heinemann, 2006. Teaching for Comprehending and Fluency, K–8 is the next new breakthrough from Irene Fountas and Gay Su Pinnell. Offering a complete picture of how to skillfully teach meaning making and fluency within any instructional context, <u>Teaching for Comprehending and Fluency</u>, K–8, supports you with frameworks for high-quality instruction that describe appropriate expectations for comprehending, fluency, and vocabulary development.

Ganske, Kathy. <u>Word Journeys</u>. Guilford Press, 2000. This book presents a highly practical approach to assessing children's spelling and word knowledge abilities, and offering effective, appropriate instruction.

Graves, Donald H. <u>Discover Your Own Literacy</u>. Portsmouth, NH: Heinemann, 1989.

Graves Donald H. The Energy to Teach. Portsmouth, NH: Heinemann, 2001.

Graves, Donald H. and Penny Kittle. Inside Writing: How to Teach the Details of Craft, Heinemann, 2005. Designed for professional developers; includes a DVD.

Graves, Donald H. and Penny Kittle. My Quick Writes for Inside Writing. Portsmouth, NH: Heinemann, 2005.

Harvey, Stephanie. Nonfiction Matters: Reading, Writing, and Research in Grades 3-8. Stenhouse, 1998.

Harvey, Stephanie and Ann Goudvis. Strategies That Work. Stenhouse, 2000. Teaching comprehension to enhance understanding. The authors make complicated theories of comprehension accessible to teachers. Their focus is on showing why we read, along with the strategies of how to make connections between texts, lives, learning to read fiction, nonfiction, and all the genres.

Harwayne, Shelley. Novel Perspectives. Portsmouth, NH: Heinemann, 2005.

Heard, G. The Revision Toolbox. Portsmouth, NH: Heinemann, 2002.

Heinemann, Bobbie A. Solley. When Poverty's Children Write, 2005.

Hillocks, Jr., George. Narrative Writing: Learning a New Model for Teaching. Heinemann, 2007. Using instructional methods grounded in concrete, practical activity Hillocks clearly outlines how to help students take the raw material of their experiences and transform it into engaging, well-wrought prose.

Honing, B.,L. Diamond, L. Gutlohn, and J. Mahler. Teaching Reading Sourcebook for Kindergarten through Eighth Grade. Berkley, CA: Consortium on Reading Excellence, 2000. Practical, hands-on teachers guide for implementing research-based reading practices. Contains activities for use with whole group or for working with struggling readers.

Hoyt, Linda. Make It Real: Strategies for Success with Informational Texts. Heinemann, 2002.

Hoyt, Linda. Revisit, Reflect, Retell: Strategies for Improving Reading Comprehension. Heinemann, 1998. Provides a detailed look at why to respond to text, when to respond to text, and how readers might be invited to respond in authentic ways. All of the strategies are classroom tested, and the blackline masters offer powerful incentives for creative interactions.

Hoyt, Linda. Snapshots: Literacy Mini Lessons Up Close. Heinemann, 2000. Mini lessons provide strategic, focused instruction that children can put to immediate use.

Hoyt, Linda. Spotlight on Comprehension: Building a Literacy of Thoughtfulness. Portsmouth, NH: Heinemann, 2005.

Johnston, P. Choice Words: How Our Language Affects Children's Learning. Portland, ME: Stenhouse, 2004.

Keene, Ellin Oliver and Susan Zimmerman. Mosaic of Thought. Heinemann, 1997. Mosaic proposes a new instructional paradigm focused on in-depth, explicit instruction in the strategies used by proficient readers. The authors take us beyond the traditional classroom into the literature based, workshop-oriented classrooms.

Kendall, Juli and Outey Khuon. Writing Sense. Stenhouse Publishers, 2006.

Lane, Barry. After the End: Teaching and Learning Creative Revision. Heinemann, 1993.

Lyons, Carol. Teaching Struggling Readers: How to Use Brain-Based Research to Maximize Learning. Portsmouth, NH, Heinemann, 2003.

Marten, Cindy. Word Crafting. Portsmouth, NH: Heinemann, 2003.

Marzano, Robert, Debra Pickering, and Jane Pollock. Classroom Instruction That Works: Research Based Strategies for Increasing Student Achievement. Association for Supervision and Curriculum Development, 2001.

McCarrier, Andrea, Irene C. Fountas, and Gay Su Pinnell. Interactive Writing: How Language and Literacy Come Together, K-2. Heinemann, 1999. Focuses on the early phases of writing and has special relevance to preK-2 teachers. The authors show how teachers can use interactive writing to teach a range of foundational literacy skills by sharing the pen with young writers.

Miller, Debbie. Reading With Meaning: Teaching Comprehension in the Primary Grades. Stenhouse, 2002. This book focuses on how best to teach strategies for comprehending text.

Nichols, Maria. Comprehension Through Conversation. Heinemann, 2006. Nichols offers full descriptions of actual classroom lessons in Reading Workshop where purposeful talk in K-6 develops deeper comprehension through strategic questioning by the reader.

Olson, Carol Booth. The Reading/Writing Connection: Strategies for Teaching and Learning in the Secondary Classroom. Allyn & Bacon, 2007. (Good reference book for teachers at various stages of "writing comfort.")

Parks, Brenda. Read It Again: Revisiting Shared Reading. Stenhouse, 2000.

Pinnell, Gay Su and Irene Fountas. Leveled Books for Readers, Grades 3-6: A Companion Volume to Guiding Readers and Writers. Heinemann, 2002.

Pinnell, Gay Su and Irene Fountas. Matching Books to Readers: Using Leveled Books in Guided Reading, K-3 Heinemann, 1999. This book provides comprehensive leveled reading lists.

Pinnell, Gay Su, and Patricia L. Scharer. Teaching for Comprehension in Reading: Grades K-2. Scholastic, 2003.

Polette, Keith. Teaching Grammar through Writing: Developing Writers' Craft in Grades 4-8. Pearson Education, Inc., 2008.

Portalupi, Joann and Ralph Fletcher. Non-Fiction Craft Lessons: Teaching Information Writing K-8. Stenhouse, 2001.

Rasinki, T., The Fluent Reader: Oral Reading Strategies for Building Work Recognition, Fluency, and Comprehension. Scholastic, 2003.

Ray, Katie Wood. Study Driven: A Framework for Planning Units of Study in the Writing Workshop. Portsmouth, NH: Heinemann, 2006.

Ray, Katie Wood. What You Know by Heart: How to Develop Curriculum for Your Writing Workshop. Portsmouth, NH: Heinemann, 2002.

Ray, Katie Wood. Wondrous Words: Writers and Writing in the Elementary Classroom. Urbana, IL: NCTE, 1999.

Ray, Katie Wood. The Writing Workshop: Working Through the Hard Parts (And They're All Hard Parts). National Council of Teachers of English, 2001.

Ray, Katie Wood and L. Cleaveland. About the Authors: Writing Workshop with Our Youngest Writers. Portsmouth, NH: Heinemann, 2004.

Rief, Linda. Seeking Diversity: Language Arts With Adolescents. Heinemann, 1992.

Robb, Laura. Nonfiction Writing from the Inside Out. Scholastic, Inc., 2004.

Robb, Laura. Teaching Reading in the Middle School. Scholastic, 2000.

Robb, Laura. Teaching Reading in Social Studies, Science, and Math. Scholastic, 2002.

Routman, Regie. Reading Essentials: The Specifics You Need to Teach Reading Well. Heinemann, 2003.

Routman, R. Writing Essentials: Raising Expectations and Results While Simplifying Teaching. Portsmouth, NH: Heinemann, 2005.

Shaywitz, S. Overcoming Dyslexia. New York: Random House, 2003.

Solley, Bobbie A. When Poverty's Children Write, Heinemann, 2005.

Stead, Tony. Is That a Fact?: Teaching Nonfiction Writing K-3. Stenhouse, 2001.

Stead, Tony. Reality Checks: Teaching Reading Comprehension with Nonfiction K-5. Stenhouse, 2005.

Strickland, Dorothy S. and James Strickland.Engaged in Learning: Teaching English, 6-12. Heinemann, 2002.A great resource for professional development of staff.

Strickland, Dorothy S. Supporting Struggling Readers and Writers: Strategies for Classroom Intervention, 3-6.   Stenhouse, 2002.

Taberski, Sharon. On Solid Ground: Strategies for Teaching K-3. Heinemann, 2000.

Tankersley, Karen. The Threads of Reading: Strategies for Literacy Development. ASCD, 2003. By boiling reading skills down to six fundamental, interlocking elements, the author helps you pinpoint reading problems and remedy them with the right strategies and activities. Those elements are: Phonemic Awareness, Phonics and Word Study, Vocabulary, Comprehension, Fluency, and Higher Thinking Skills.

Tovani, Cris, I Read It, But I Don't Get It: Comprehension Strategies for Adolescent Readers. Stenhouse, 2000. I Read It, But I Don't Get It shows teachers in grades 6–12 how to help adolescents develop new reading comprehension skills. Using accounts from her own classroom teaching and staff development work, Cris takes the reader step-by-step through practical, theory-based reading instruction that can be adapted for any subject area. The companion tapes are remarkable examples of Tovani and her students at work. They are very effective professional development tools.

Tovani, Cris. Do I Really Have to Teach Reading? Stenhouse, 2004. Author uses humor, insight and practical experience in reading comprehension across the curriculum. The book shows how understanding everything from a textbook math problem to a sonnet is easier when simple reading strategies are applied. This book also has a companion tape series that teachers find inspirational and practical. They are very effective professional development tools.

Trelease, Jim. The Read-Aloud Handbook, 6th ed. Penguin Books, 2006.

Weaver, Constance (edited by). Lessons to Share on Teaching Grammar in Context. Heinemann, 1998.
With Teaching Grammar in Context, thousands of teachers discovered why students achieve better results when they learn grammar during the process of writing. In Lessons to Share, Connie Weaver's promised sequel, she focuses on the practical, offering valuable "lessons" from educators at all levels. The first section of the book addresses the learning and teaching of grammar, setting the stage for subsequent sections.

Weaver, Constance. Teaching Grammar in Context. Boynton/Cook, 1996.

Wilhelm, Jeffrey. Reading Don't Fix No Chevys. 2002.

Wilhelm, Jeffrey. Strategic Reading: Guiding Students to Lifelong Literacy 6-12. Heinemann, 2001.

Wilhelm, Jeffrey. You Gotta BE the Book. NY – Teachers College Press, 1997.

Wolf, Dennie Palmer. <u>Reading Reconsidered: Literature and Literacy in High School</u>, College Entrance Examination Board, NY, 1995.

Wood, Julie. <u>Literacy Online: New Tools for Struggling Readers and Writers</u>. Heinemann, 2004. Julie Wood has researched how twenty-first century technologies can help all students achieve full literacy. In *Literacy Online*, she demonstrates how strategically employing your classroom's computer can help you find new solutions to a perennial challenge faced by every elementary teacher: engaging and encouraging struggling students while developing their reading and writing skills.

JOURNALS:

Booklist   The digital counterpart of the American Library Association's *Booklist* magazine, offering reviews of the latest books and electronic media. Provides a searchable engine as well (http://www.ala.org/booklist).

Book Links: Connecting Books, Libraries, and Classrooms The bimonthly *Booklinks* magazine reviews children's books that have been grouped into thematic areas. *Booklist* magazine reviews books, electronic media, and reference works for both adults and children. Both periodicals are published by the American Library Association, 50 E. Huron Street, Chicago, IL 60611 (http://www.ala.org/booklinks).

Bulletin of the Center for Children's Books This journal provides critical annotations, indications of grade level/age, and reviews of children's literature. It is published by Graduate School of Library and Information Science, University of Illinois and University of Illinois Press, 1325 South Oak, Chicago IL, 61820 (http://alexia.lis.uiuc.edu/puboff/bccb/).

*Educational Leadershi*p Published by NSDC

The English Journal (secondary) Published by the National Council of Teachers of English.

English Teaching Forum Intended for teachers of English as a foreign or second language, is published by the United States Information Service (http://exchanges.state.gov/forum/).

The Horn Book Magazine This magazine reviews books written for children and publishes articles about literature for children. It is published by The Horn Book, Incorporated, 11 Beacon Street, Suite 1000, Boston MA 02108 (http://www.hbook.com/).

The Journal of Adolescent and Adult Literacy Published by the International Reading Association.

Language Arts (elementary) Published by the National Council of Teachers of English.

MultiCultural Review The journal features reviews of new print and non-print resources on multicultural topics, and articles that explore current issues. Its address is 88 Post Road, PO Box 5007, Westport, CT 06881-5007 (http://www.mcreview.com).

Phi Delta Kappan

Reading Research Quarterly Published by International Reading Association

The Reading Teacher (elementary) Published by the International Reading Association.

School Library Journal Both the print and the online versions review professional reading, books for children and young adults, audiovisual materials, and computer software. The address for the print version is P.O. Box 16388, North Hollywood, CA 91615-6388. The online version is at http://www.slj.com.

Voices from the Middle Published by the National Council of Teachers of English.

WEBSITES:

Alliance for Excellent Education: http://www.all4ed.org/adolescent%5Fliteracy/

American Classical League: http://www.aclclassics.org/.   The American Classical League site offers a catalogue of materials for teaching mythology and classical literature at all grade levels as well as an extensive list of links to other useful sites. The League also sponsors the National Mythology Exam for which teachers can register their students.

American Library Association: http://www.ala.org. This site contains links to *Booklist* and *Book Links* magazines and to the ALA's "Notable Books" lists. A page dedicated to parents and the public presents a calendar of library activities.

Association for Supervision and Curriculum Development (ASCD): http://www.ascd.org/. The ASCD site provides information about upcoming conferences, workshops, and online professional development courses on curriculum development and assessment. It also offers an extensive list of ASCD publications and other materials that can be purchased from their online store.

Center for the Improvement of Early Reading Achievement (CIERA): http://www.ciera.org/ciera/. This site contains a huge collection of research reports about various aspects of early literacy. Other features include a bulletin board for educators to post effective "ideas @ work," and a page of useful links to other resources.

Choice Literacy: http://www.choiceliteracy.com/

Federal Resources for Educational Excellence: http://free.ed.gov

Florida Center for Reading Research: http://www.ferr.org/Curriculumj/student center activities.htm.

Folger Shakespeare Library: http://www.folger.edu. This site offers an extensive section on teaching Shakespeare that contains lesson plans for teaching individual plays as well as helpful resources and links.

International Reading Association (IRA): http://www.reading.org/. This site is a rich resource of various materials related to reading instruction.

Internet Public Library: http://www.ipl.org/. This site offers "youth" and "teen" sections that contain links to online texts of stories, poems, and classic novels. The site also provides suggestions for titles and links to many other literature resources.

Library of Congress: http://www.loc.gov. The designers of this labyrinthine site supply a detailed site map of links to many fascinating resources, many of which are online. The American Memory section offers a Learning Page, which contains teacher-created lessons, classroom activities, and professional development opportunities. Another rich resource is the Center for the Book section. http://lcweb.loc.gov/loc/cfbook/ lists activities like the Letters About Literature program.

Marcopolo: www.Marcopolo-education.org/ Offers wide variety of lesson plans and links.

National Council of Teachers of English: http://www.ncte.org/. This site is a rich resource for teachers of all grade levels. It offers a special section for new teachers containing features like "cybermentors," chat rooms, and helpful links. The site also manages several online discussion forums and focused listservs as well as an online bookstore and an extensive bulletin board of teaching ideas.

National Endowment for the Humanities: http://www.neh.gov/. This site provides information about the wealth of summer institutes and other opportunities for teachers offered by NEH. Also featured are online courses and a link to EDSITEment, an NEH site that brings together top humanities websites and online lesson plans.

National Research Center for English Learning and Achievement (CELA): http://cela.albany.edu/. Like the CIERA site, this site contains a wealth of research on effective English Language Arts instruction. Notable among the research studies is a report on the practices of middle and high schools that "beat the odds" by doing better than expected on their state's competency test. (http://cela.albany.edu/eie2/index.html).

Reading Next: A Vision for Action and Research in Middle and High School Literacy (2006). A report to Carnegie Corporation of New York (2nd ed.). Washington DC: Alliance for Excellent Education, www.all4ed.org

ReadWriteThink Lessons: www.readwritethink.org   Wide array of standards-based lesson plans.

South Dakota Council of Teachers of English (SDCTE): http://www.sdcte.dsu.edu. The purpose of this organization is to increase the effectiveness of English teaching throughout the state, to foster friendly relationships among its members, to act as a clearinghouse in circulating information of value, and to keep teachers posted as to the latest educational movements and findings. Every year SDCTE holds a conference in the last weekend in March. Teachers teach teachers best practices in English.

South Dakota EdWeb: www.SDEdWeb.com. The Educator section is designed to provide links to services and resources for both instructors and administrators. A key element of this section is the guide to quality instructional resources, lesson plans, and online activities focusing on the knowledge and skills that the state as a whole wants students to master. All instructional links have been correlated to the South Dakota core content standards.

Wisconsin Literary Education and Reading Network Source:
http://wileans.state.wi.us/apps/default.asp?cid=24

Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools: ((2007). A report to Carnegie Corporation of New York. Washington DC: Alliance for Excellent Education, www.all4ed.org

Note: At the time of publication, the web addresses listed were functional.

APPENDIX B
Suggested Authors, Illustrators, and Works Reflecting Our Common Literary and Cultural Heritage

The suggestions in this list constitute a core list of those authors, illustrators, or works that comprise the literary and intellectual capital drawn on by those who write in English, whether for novels, poems, nonfiction, newspapers or public speeches, in this country or elsewhere.

Grades PreK-4
For reading, listening and viewing:

Mother Goose nursery rhymes	Aesop's fables
Rudyard Kipling's *Just So Stories*	Selected Grimm and Hans Christian Andersen fairy tales

Picture book authors and illustrators

Edward Ardizzone	Ludwig Bemelmans
Margaret Wise Brown	John Burningham
Virginia Lee Burton	Randolph Caldecott
Edgar Parin and Ingri D'Aulaire	Wanda Gag
Theodore Geisel (Dr. Seuss)	Kate Greenaway
Shirley Hughes	Crockett Johnson
Ruth Kraus	Robert Lawson
Munro Leaf	Robert McCloskey
A.A. Milne	William Pene du Bois
Beatrix Potter	Maurice Sendak
Alice and Martin Provensen	Vera Williams
H.A. and Margaret Rey	Leo Lionni
Eric Carle	Marc Brown
Cynthia Rylant	Barbara Park
Bill Peat	Tomie de Paola
Steven Kellogg	Gail Gibbons
Marcus Pfister	Lee Bennett Hopkins
James Stevenson	Jack Prelutsky
Norman Bridwell	Arnold Lobel
Jan Brett	Shel Silverstein

Grades 5-8
In addition to the PreK-4 Selections

Traditional literature:

Grimm's fairy tales	French fairy tales	Aesop's fables

Tales by Hans Christian Andersen and Rudyard Kipling
Greek, Roman or Norse myths
Myths and legends of indigenous peoples of North America
American folktales, myths, and legends
Asian and African folktales and legends
Stories about King Arthur, Robin Hood, Beowulf and Grendel, St. George and the Dragon

American authors or illustrators:

Louisa May Alcott	Jean George	Howard Pyle
Lloyd Alexander	Virginia Hamilton	Ellen Raskin
Natalie Babbitt	Bret Harte	Marjorie Kinnan Rawlings
L. Frank Baum	Washington Irving	Elizabeth Speare
Nathaniel Benchley	Jack London	Booth Tarkington
Carol Ryrie Brink	L. M. Montgomery (Canadian)	James Thurber
Elizabeth Coatsworth	Sterling North	Mark Twain
Esther Forbes	Scott O'Dell	E.B. White
Paula Fox	Edgar Allan Poe	Laura Ingalls Wilder

British and European authors or illustrators:

James Barrie	Leon Garfield	Anna Sewell
Lucy Boston	Kenneth Grahame	William Shakespeare
Frances Burnett	C.S. Lewis	Johanna Spyri
Lewis Carroll	George MacDonald	Robert Louis Stevenson
Carlo Collodi	Edith Nesbit	Jonathan Swift
Daniel Defoe	Mary Norton	J.R.R. Tolkien
Charles Dickens	Philippa Pearce	T.W. White
Arthur Conan Doyle	Arthur Rackham	

Poets:

Stephen Vincent Benet	Rachel Field	Henry Wadsworth Longfellow
Rosemarie Carr Benet	Robert Frost	David McCord
Lewis Carroll	Langston Hughes	Ogden Nash
John Ciardi	Edward Lear	

Grades 9-12
In addition to the 5-8 Selections:

Traditional and Classical literature:
A higher level rereading of Greek mythology
Substantial selections from epic poetry: Homer's *Odyssey* and *Iliad*; Virgil's *Aeneid*
Classical Greek drama (Aeschylus, Sophocles, Euripides)

Religious Literature:
Bible – New Testament/Old Testament
Koran
Analects of Confucius
Buddhist scripture
Tao Te Ching
Book of the Hopi
Zen parables
Bhagavad-Gita
Book of Mormon
Native American Literature
   The Sacred Tree
   Lily
   Black Elk Speaks
   Land of the Spotted Eagle

Note: The religious literature listed above does not assume to be a complete list of all religions or religious literature. Other suggested religious writing is welcome. The books offered here are only suggested readings and should not be construed to suggest promotion of any religious teachings.

American literature:
Abraham Lincoln's Gettysburg address
Martin Luther King Jr.'s "Letter from Birmingham City Jail" or his "I Have a Dream" speech
John F. Kennedy's inaugural speech
William Faulkner's Nobel Prize Lecture

Important Writers of the l8th and l9th Centuries:

James Fenimore Cooper	Benjamin Franklin	Edgar Allan Poe
Stephen Crane	Nathaniel Hawthorne	Henry David Thoreau
Emily Dickinson	Henry James	Mark Twain
Frederick Douglass	Thomas Jefferson	Phillis Wheatley
Ralph Waldo Emerson	Herman Melville	Walt Whitman

Important Writers of the First Half of the 20th Century:

Henry Adams	F. Scott Fitzgerald	Gertrude Stein
James Baldwin	Charlotte Gilman	John Steinbeck
Arna Bontemps	Ernest Hemingway	James Thurber
Willa Cather	O. Henry	Jean Toomer
Kate Chopin	Langston Hughes	Booker T. Washington
Countee Cullen	Zora Neale Hurtston	Edith Wharton
Ralph Ellison	Sarah Orne Jewett	Richard Wright
William Faulkner	James Weldon Johnson	
Jessie Fauset	Flannery O'Connor	

Playwrights:

Lorraine Hansbery	Eugene O'Neill	August Wilson

| Lillian Hellman | Thornton Wilder |
| Arthur Miller | Tennessee Williams |

Poets:
Elizabeth Bishop	Edgar Lee Masters	Theodore Roethke
e.e. cummings	Edna St. Vincent Millay	Wallace Stevens
Robert Frost	Marianne Moore	Alan Tate
T.S. Eliot	Sylvia Plath	Sara Teasdale
Robinson Jeffers	Ezra Pound	William Carlos Williams
Amy Lowell	John Crowe Ransom	
Robert Lowell	Edward Arlington Robinson	

Immigrant Experience:
Works about the European, South and East Asian, Caribbean, Central American, and South American immigrant experiences, (Ole Rolvaag, Younghill Kang, Abraham Cahan), the experiences of Native Americans, and slave narratives (Harriet Jacobs).

British and European Literature:
Poetry:
Selections from Chaucer's *Canterbury Tales*
Epic poetry: Dante and John Milton
Sonnets: William Shakespeare, John Milton, Edmund Spenser
Metaphysical poetry: John Donne, George Herbert, Andrew Marvel
Romantic poets: William Blake, Lord Byron, Samuel Taylor Coleridge, John Keats, Percy Bysshe Shelley, William Wordsworth
Victorian poetry: Matthew Arnold, Elizabeth Barrett Browning, Robert Browning, Dante Gabriel Rossetti, Alfred Lord Tennyson
Twentieth Century: W. H. Auden, A.E. Housman, Dylan Thomas, William Butler Yeats

Drama:
William Shakespeare
| Anton Chekhov | Henrik Ibesen | George Bernard Shaw |
| Oscar Wilde | | |

Essays: (British)
| Joseph Addison | Sir Francis Bacon | Samuel Johnson in "The Rambler" |
| Charles Lamb | George Orwell | Leonard Woolf |

Essays: (Enlightenment)
| Voltaire | Diderot and other Encyclopedistes |
| Jean Jacques Rousseau | |

Fiction:
Selections from an early novel:
Miguel de Cervantes' *Don Quixote*
Henry Fielding's *Joseph Andrews*
Oliver Goldsmith's *The Vicar of Wakefield*

Selections from John Bunyan's allegory, *Pilgrim's Progress*

Satire, or mock epic, verse or prose: Lord Byron, Alexander Pope, Jonathan Swift

19th century novels:

Jane Austen	Emily Bronte	Joseph Conrad
Charles Dickens	Fyodor Dostoyevsky	George Eliot
Thomas Hardy	Victor Hugo	Mary Shelley
Leo Tolstoy		

20th Century novels:

Albert Camus	Andre Gide	James Joyce
Franz Kafka	D. H. Lawrence	Jean Paul Sartre
Virginia Wolfe		

Contemporary Literature of the United States

(Note: The list below of PreK-8 includes writers and illustrators from other countries whose works are available in the United States.)

Grades PreK-2:

Aliki (information: science and history)
Mitsumasa Anno (multi-genre)
Edward Ardizzone (multi-genre)
Molly Bang (multi-genre)
Paulette Bourgeois (multi-genre)
Jan Brett (fiction; animals)
Norman Bridwell (fiction: *Clifford*)
Raymond Briggs (fiction)
Marc Brown (fiction: *Arthur*)
Marcia Brown (multi-genre)
Margaret Wise Brown (multi-genre)
Eve Bunting (multi-genre)
Ashley Bryan (folk tales, poetry: Africa)
Eric Carle (fiction)
Lucille Clifton (poetry)
Joanna Cole (informational)
Barbara Cooney (multi-genre)
Joy Cowley (multi-genre)
Donald Crews (multi-genre)
Tomie dePaola (multi-genre)

Leo and Diane Dillon (illus: multi-genre)
Tom Feelings (illus: multi-genre)
Mem Fox (fiction)
Don Freeman (fiction: *Corduroy*)
Gail Gibbons (informational: science and history)
Eloise Greenfield (multi-genre)
Helen Griffith (fiction)

Donald Hall (multi-genre)
Russell and Lillian Hoban (fiction: *Frances*)
Tana Hoban (informational)
Thacher Hurd (fiction)
Gloria Huston (fictionalized information)
Trina Schart Hyman (illus: multi-genre)
Ezra Jack Keats (fiction)

Steven Kellogg (fiction)
Reeve Lindberg (multi-genre)
Leo Leonni (fiction: animal)
Arnold Lobel (fiction: animal)
Gerald McDermott (folktales)
Patricia McKissack (informational)
James Marshall (fiction: *Fox*)
Bill Martin (fiction)
Mercer Mayer (fiction: *Little Critter*)
David McPhail (fiction: *Bear*)
Else Holmelund Minarik (fiction: *Little Bear*)
Robert Munsch (fiction)
Jerry Pinkney (informational: Africa)
Patricia Polacco (fiction: multi-ethnic)
Jack Prelutsky (poetry)
Faith Ringgold (fiction)
Glen Rounds (fiction: west)
Cynthia Rylant (poetry, fiction)
Allen Say (multi-genre)
Marcia Sewall (fiction: informational: colonial America)
Marjorie Sharmat (fiction: *Nate, Duz*)
Peter Spier (informational: history)
William Steig (fiction)
John Steptoe (fiction)
Tomi Ungerer (fiction)

Chris Van Allsburg (fiction)
Jean van Leeuwen (fiction: *Amanda Pig, others*)
Judith Viorst (fiction: *Alexander, others*)
Rosemary Wells (fiction: *Max*, others)
Vera Williams (fiction: realistic)
Ed Young (folktales)
Margot and Harve Zemach (fiction, folktales)
Charlotte Zolotow (fiction)

Grades 3-4

In addition to the PreK-2 selections:

Joan Aiken (fiction: adventure/fantasy	Marguerite Henry (fiction: horse stories)
Lynne Reid Banks (fiction: adventure/fantasy)	Johanna Hurwitz (multi-genre)
Raymond Bial (informational: photo-essays)	Peg Kehret (multi-genre)
Judy Blume (fiction: realistic)	Jane Langton (fiction: mystery)
Eve Bunting (multi-genre)	Kathryn Lasky (multi-genre)
Joseph Bruchac (fiction: historical)	Jacob Lawrence (illustrator)
Ashley Bryan (folktales: poetry)	Patricia Lauber (informational: science:
Betsy Byars (fiction: realistic)	social studies
Ann Cameron (folktales)	Julius Lester (multi-genre)
Andrew Clements (fiction: realistic)	Gail Levine (fiction: fantasy: realistic)
Shirley Climo (folktales)	David Macaulay (informational: social
Eleanor Coerr (fiction: historical)	studies and science)
Paula Danziger (fiction: realistic)	Patricia MacLachlan (fiction: historical)
Walter Farley (fiction: horses)	Mary Mahy (fiction)
John Fitzgerald (fiction: Great Britain)	Barry Moser (illustrator)
Louise Fitzhugh (fiction: realistic)	Patricia Polacco (fiction: multi-ethnic)
Paul Fleischman (fiction: realistic)	Daniel Pinkwater (fiction: humorous)
Sid Fleischman (fiction: humorous)	Jack Prelutsky (poetry)
Mem Fox (fiction)	Louis Sachar (fiction: humorous)
Jean Fritz (fiction: historical: nonfiction:	Alvin Schwartz (short stories: suspense)
Autobiography)	John Scieszka (fiction: humorous:
John Reynolds Gardiner (fiction: realistic)	adventure
James Giblin (nonfiction: biography: history)	Shel Silverstein (poetry)
Patricia Reilly Giff (fiction: realistic	Seymour Simon (informational: science)
historical)	Mildred Taylor (fiction: historical)
Jamie Gilson (fiction: realistic)	Ann Warren Turner (fiction: historical)
Paul Goble (folktales)	Mildred Pitts Walter (multi-genre)

Grades 5-8
In addition to the PreK-4 selections:

Isaac Asimov (science fiction)	M.E. Kerr (fiction: realistic)
Avi (multi-genre)	E.L. Konigsburg (fiction: realistic)
James Berry (fiction)	Kathryn Lasky (multi-genre)
Nancy Bond (fiction: fantasy)	Madeleine L'Engle (fiction: fantasy)
Ray Bradbury (science fiction)	Ursula LeGuin (fiction: fantasy)
Bruce Brooks (fiction)	Robert Lipsyte (fiction: realistic)
Joseph Bruchac (fiction: historical)	Lois Lowry (fiction)
Alice Childress (fiction: realistic)	Anne McCaffrey (fiction: fantasy)
Vera and Bill Cleaver (fiction)	Robin McKinley (fiction: fantasy)
James and Christopher Collier (fiction: historical)	Patricia McKissack (informational: history)
	Margaret Mahy (fiction: realistic)
Caroline Coman (fiction: realistic)	Albert Marrin (biography)
Susan Cooper (fiction: fantasy)	Milton Meltzer (informational: history: biography)
Robert Cormier (fiction)	
Bruce Coville (fiction: fantasy)	Jim Murphy (informational: history)
Sharon Creech (fiction: realistic)	Phyllis Reynolds Naylor (fiction: realistic)
Chris Crutcher (fiction)	Naomi Nye (poetry: fiction
Christopher Paul Curtis (fiction: historical)	Richard Peck (poetry: fiction)
Karen Cushman (fiction: historical)	Daniel Pinkwater (fiction: humorous)
Michael Dorris (fiction)	Philip Pullman (fiction: fantasy)
Paul Fleischman (poetry: fiction)	Ellen Raskin (fiction: mystery)
Russell Freedman (biography)	J.K. Rowling (fiction: fantasy)
Jack Gantos (fiction: humorous)	Cynthia Rylant (short stories: poetry)
Sheila Gordon (fiction: Africa)	Louis Sachar (fiction: humorous: realistic)
Bette Greene (fiction)	Isaac Bashevis Singer (fiction: historical)
Rosa Guy (fiction: realistic)	Gary Soto (fiction)
Mary Downing Hahn (fiction)	Mildred Taylor (historical fiction)
Joyce Hansen (fiction)	Theodore Taylor (fiction: historical)
James Herriot (informational: animals)	Yoshiko Uchida (fiction: historical:
Karen Hesse (fiction: historical: fanciful)	nonfiction)
S.E. Hinton (fiction: realistic)	Cynthia Voigt (fiction: realistic: fantasy)
Felice Holman (fiction: historical: realistic)	Yoko Kawashima Watkins (fiction:
Irene Hunt (fiction: historical: realistic)	historical)
Paul Janeczko (poetry)	Janet Wong (poetry)
Angela Johnson (fiction)	Laurence Yep (fiction)
Diana Wynne Jones (fiction: fantasy)	Jane Yolen (fiction: fantasy)
Norton Juster (fiction: fantasy)	Paul Zindel (fiction: realistic)

Teachers are also encouraged to select books from the following awards, past or present:

The Newberry Medal ALA Notable Books
The Caldecott Medal The Boston Globe-Horn Book Awards

Grades 9-12 Contemporary American Literature
Fiction:

James Agee	Jamaica Kincaid	Jame Smiley
Sholom Aleicheim	Maxine Hong Kingston	Betty Smith
Maya Angelou	Jon Karkauer	Cynthia Leitich Smith
Saul Bellow	Harper Lee	Virginia Driving Hawk Sneve
Judy Blume	Bernanrd Malamud	Carol Snyder
Joseph Bruchac	Carson McCullers	Gary Soto
Pearl Buck	Toni Morrison	Wallace Stegner
Raymond Carver	Kent Myers	Amy Tan
John Cheever	Keiko Narahashi	Mildred Taylor
Sandra Cisneros	Kathleen Norris	Joyce Carol Thomas
Arthur C. Clarke	Naomi Shihab Nye	Anne Tyler
Floyd Cooper	Joyce Carol Oates	Yoshiko Uchida
Linda Crew	Dan O'Brien	John Updike
E.L. Doctorow	Tim O'Brien	Kurt Vonnegut, Jr.
Black Elk	Edwin O'Connor	Alice Walker
Louise Erdrich	Cynthia Ozick	Robert Penn Warren
Nicholas Gage	Mitali Perkins	Eudora Welty
Ernest K. Gaines	Patricia Polacco	Thomas Wolfe
Sherry Garland	Chaim Potok	Tobias Wolff
Alex Haley	Reynolds Price	Charles Woodard
Linda Hasselstrom	Annie Proulx	Paul Yee
Joseph Heller	J.D. Salinger	Anzia Yezierska
Yumi Heo	William Saroyan	
Paul Higbee	May Sarton	
William Hoffman	Ayn Rand	
John Irving	Faith Ringgold	
Clara Isaacso	Richard Rodrigues	
William Kennedy	Leo Rosten	
Ken Kesey	Saki	

Grades 9-12 Contemporary American Literature (continued)

Poetry:

Claribel Alegria	Richard Eberhart	Mary Tall Mountain
Julia Alvarez	Martin Espada	Sylvia Plath
A.R. Ammons	Allen Ginsberg	Anna Quindlen
Maya Angelou	Louise Gluck	Ishmael Reed
John Ashberry	John Haines	Adrenne Rich
Jimmy Santiago Baca	Donald Hall	Theodore Roethke
Amirai Baraka (LeRoi	Robert Hayden	Anne Sexton
Jones)	Anthony Hecht	Karl Shapiro
Elizabeth Bishop	Randall Jarrell	Gary Snyder
Robert Bly	June Jordan	William Stafford
Louise Bogan	Galway Kinnell	Mark Strand
Arna Bontemps	Stanley Kunitz	May Swenson
Gwendolyn Brooks	Philip Levine	Margaret Walker
Sterling Brown	Audrey Lord	Richard Wilbur
Hayden Carruth	Amy Lowell	Charles Wright
J.V. Cunningham	Robert Lowell	Elinor Wylie
Rita Dove	Louis MacNeice	
Alan Dugan	James Merrill	

Essay/Nonfiction (Contemporary and Historical):

Edward Abbey	Henry Louis Gates, Jr.	Samuel Eliot Marison
Susan B. Anthony	Doris Goodwin	Lance Morrow
Russell Baker	Stephen Jay Gould	Bill Moyers
Ambrose Bierce	John Gunther	John Muir
Carol Bly	John Hersey	Anna Quindlen
Dee Brown	Edward Hoagland	Chet Raymo
Art Buchwald	Helen Keller	Richard Rodriguez
William F. Buckley	William Least Heat Moon	Eleanor Roosevelt
Rachel Carson	Barry Lopez	Franklin D. Roosevelt
Margaret Cheney	J. Anthony Lukas	Theodore Roosevelt
Marilyn Chin	Mary McCarthy	Carl Sagan
Stanley Crouch	Edward McClanahan	William Shirer
Joan Didion	David McCullough	Shelby Steele
Annie Dillard	John McPhee	Lewis Thomas
W.E.B. DuBois	William Manchester	Cornell West
Gretel Ghrlich	H.L. Menken	Walter Muir Whitehill
Loren Eiseley	N. Scott Momaday	Malcolm X

Grades 9-12 Contemporary American Literature (continued)

Drama:

Edward Albee	Robert E. Lee	Ntozake Shange
Robert Bolt	Archibald MacLeish	Neil Simon
Jerome Lawrence	Terrence Rattigan	Orson Wells

Modified from Selected Annotated Resources provided by the Massachusetts Department of Education, Massachusetts English Language Arts Curriculum Framework, June 2001.

APPENDIX C
Using Writing Strategies That Work:
Current Research on Teaching Writing

"If students are to make knowledge their own, they must struggle with the details, wrestle with the facts, and rework raw information and dimly understood concepts into language they can communicate to someone else. In short, if students are to learn, they must write." (National Committee on Writing)

This is a quote from very recent research on the teaching of writing: Graham, S., & Perin, D. (2007). Writing next: Effective strategies to improve writing of adolescents in middle and high schools—a report to Carnegie Corporation of New York. Washington, DC: Alliance for Excellent Education.

While writing research seems to be ongoing, this report points out: *"The writing instruction research base has grown more than 600 percent in just 20 years"* (italics added). This should be an eye-opener for those writing teachers who do things simply "because they have always been done." Make a list of your favorite writing strategies and see how they fared in the Carnegie Report!

The entire report (66 pp.) details the various factors involved in the research, but what is significant for the classroom teacher are the "11 elements of current writing instruction found to be effective for helping adolescent students learn to write well and to use writing as a tool for learning."

What follows are these 11 instructional elements, listed according to their average effect, as indicated by the decimal following each element. ("It is important to note that all of the elements are supported by rigorous research, but that even when used together, they do not constitute a full writing curriculum.")

1. **Writing Strategies,** (0.82), which involves teaching students strategies for planning, revising, and editing their compositions.

2. **Summarization,** (0.82), which involves explicitly and systematically teaching students how to summarize texts.

3. **Collaborative Writing,** (0.75), which uses instructional arrangements in which adolescents work together to plan, draft, revise, and edit their compositions.

4. **Specific Product Goals,** (0.70), which assigns students specific, reachable goals for the writing they are to complete.

5. **Word Processing,** (0.55), which uses computers and word processors as instructional supports for writing assignments.

6. **Sentence Combining,** (0.50), which involves teaching students to construct more complex, sophisticated sentences.

7. **Prewriting,** (0.32), which engages students in activities designed to help them generate or organize ideas for their composition.

8. **Inquiry Activities**, (0.32), which engages students in activities designed to help them generate or organize ideas for their composition.

9. **Process Writing Approach,** (0.32), which interweaves a number of writing instructional activities in a workshop environment that stresses extended writing opportunities, writing for authentic audiences, personalized instruction, and cycles of writing.

10. **Study of Models, (**0.25), which provides students with opportunities to read, analyze, and emulate models of good writing.

11. **Writing for Content Learning,** (0.23), which uses writing as a tool for learning content material.
    (pp.4 & 5)

Conspicuously absent from this list of recommendations is the issue of grammar instruction. That is because "traditional grammar instruction is unlikely to help improve the quality of students' writing" (21). Actually, the researchers found that the "effect was negative." However, "teaching students to focus on the function and practical application of grammar within the context of writing…produced strong and positive effects on students' writing." (21).

The entire report goes into further detail about each of these strategies—providing explanation, various approaches and/or examples for each. It provides rationale for the importance of the role of writing in school and society. A 5 ½ page reference section lists copious resources for the strategies listed. Another section describes the experimental studies supporting the 11 key elements. (A full-text PDF of this document is available for free download from www.all4ed.org and www.carnegie.org/literacy. Additional print copies of this report may be ordered from the Alliance for Excellent Education at 1201 Connecticut Avenue, NW, Suite 901, Washington, DC 20036. (202) 818-0828.)

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APPENDIX D
Bloom's Taxonomy of Thinking Skills

Category	Knowledge Information Gathering	Comprehension Confirming	Application Making Use of Knowledge	Analysis (Higher Order) Taking Apart	Synthesis (Higher Order) Putting Together	Evaluation (Higher Order) Judging the Outcome
Description The skills demonstrated at this level are those of:	❑ Observation and recall of information ❑ Knowledge of dates, events, places ❑ Knowledge of major ideas ❑ Mastery of subject matter	❑ Understanding information ❑ Grasping meaning ❑ Translating knowledge into new context ❑ Interpreting facts, comparing, contrasting ❑ Ordering, grouping, inferring causes ❑ Predicting consequences	❑ Using information ❑ Using methods concepts, theories in new situations ❑ Solving problems using required skills or knowledge	❑ Identification of patterns ❑ Organization of parts ❑ Recognition of hidden meanings ❑ Identification of components	❑ Using old ideas to create new ones; ❑ Generalizing from given facts; ❑ Relating knowledge from several areas; ❑ Predicting, drawing conclusions.	❑ Comparing and discriminating between ideas ❑ Assessing value of theories, presentations ❑ Making choices based on reasoned argument ❑ Verifying value of evidence ❑ Recognizing subjectivity
What the student does	Student recalls or recognizes information, ideas, and principles in the approximate form in which they were learned.	Student translates, comprehends, or interprets information based on prior learning.	Student selects, transfers, and uses data and principles to complete a problem or task.	Student distinguishes, classifies, and relates the assumptions, hypothesis, evidence or structure of a statement or question.	Student originates, integrates, and combines ideas into a product, plan, or proposal that is new to him or her.	Student appraises, assesses, or critiques on a basis of specific standards and criteria.
Sample Trigger Words	• collect • define • describe • examine • identify • label • list • name • quote • repeat • tabulate • tell • what • when • where • who	• associate • compare • contrast • describe • differentiate • discuss • distinguish • estimate • explain • extend • illustrate • interpret • paraphrase • predict • summarize	• apply • calculate • change • classify • complete • compute • construct • demonstrate • discover • examine • experiment • illustrate • modify • relate • show • solve • use	• analyze • arrange • categorize • classify • compare • connect • contrast • divide • explain • infer • order • select • separate	• combine • compose • create • design • develop • formulate • generalize • hypothesize • integrate • invent • modify • plan • prepare • rearrange • rewrite • substitute • what if	• argue • assess • compare • conclude • convince • critique • decide • discriminate • explain • grade • judge • justify • measure • predict • rank • recommend • select • summarize • support • test
Sample	Name the food	Write a sample	Construct a	Prepare a report	Create a song	Make a booklet

| Task(s) | groups and at least two items of food in each group.

Make an acrostic poem about healthy food. | menu for breakfast, lunch, or dinner using the food group guide. | questionnaire of 10 questions would you ask shoppers in a supermarket if you were doing a survey of what food they eat. | about what the people in this class eat for breakfast. | and dance to sell bananas. | about 10 important eating habits that would be suitable for the whole school to follow in order to eat correctly. |
|---|---|---|---|---|---|---|

Example Product List: Products that can be used to demonstrate application of Thinking Skills Framework

Advertisement	Debate	Graph	Monograph
Annotated bibliography	Detailed illustration	Graphic design	Museum exhibit
Art gallery	Diary	Greeting card	Musical composition
Biography	Diorama	Illustrated story	News report
Blueprint	Display	Journal	Pamphlet
Board game	Drama	Labeled diagram	Pattern with instructions
Book cover	Dramatic monologue	Large scale drawing	Photo essay
Bulletin board	Editorial	Lecture	Picture dictionary
Card game	Essay	Letter	Poem
Chart	Experiment	Letter to the editor	Poster
Collage	Experiment log	Lesson	Reference file
Collection with illustration	Fable	Line drawing	PowerPoint presentation
Collection with narrative	Fact file	Magazine article	Survey
Comic strip	Fairy tale	Map	Transparency/ overhead
Computer program	Family tree	Map with legend	Vocabulary list
Crossword puzzle	Glossary	Mobile	Written report